AMERICAN ANNALS OF THE DEAF

FOUNDED 1847

Official Organ

Conference of Executives of American Schools for the Deaf

FOUNDED 1868

Convention of American Instructors of the Deaf

FOUNDED 1850

POWRIE VAUX DOCTOR, Ph.D.
Editor

WILLIAM C. STOKOE, JR., Ph.D.
Associate Editor

Under the Direction of the Executive Committee of the Conference

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MAY, 1957

Volume 102 **Number 3**

THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

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THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, originally the Conference of Superintendents and Principals of American Schools for the Deaf, was founded in 1868 and subsequently incorporated under the laws of the State of Maryland in 1931. The Conference is an organization of the executive heads of schools for the deaf in the United States and Canada, and has for its object "to promote the management and operation of schools for the deaf along the broadest and most effective lines and to further and promote the general welfare of the deaf."

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THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF, founded in 1850 and incorporated by act of Congress [illegible], is an organization of educators of the deaf in the United States and Canada with the general object of "promotion of the education of the deaf on the broadest, most advanced, and practical lines," and for that purpose to secure the harmonious union in the organization of all persons [illegible] engaged in educating the deaf in America."

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AMERICAN ANNALS OF THE DEAF

Vol. 102 May, 1957 No. 3

Gallaudet College Accredited

LEONARD M. ELSTAD, M.A., LL.D., *President*
Gallaudet College, Washington, D. C.

ON May 2, 1957, Gallaudet College was accredited by the Middle States Association of Colleges and Secondary Schools. The news, that the Association's Commission on Higher Education had reacted favorably to the report of the six-member evaluation team which made a survey of the College in February of this year, was released through a telegram sent by Mr. Taylor Jones, Executive Secretary of the Middle States Association of Colleges and Secondary Schools. The approbatory decision of the Commission will have, we feel, a far-reaching effect not only on the institution itself but also on the education of the deaf throughout the United States and Canada.

Following recommendations made in 1952 by the Middle States Association of Colleges and Secondary Schools, the 100-year-old institution has undergone a rapid development in teaching staff, curriculum, plant, and facilities. Gallaudet College has been actively supported by the United States Congress, the Bureau of the Budget, and the Department of Health, Education, and Welfare in its now successful efforts to win accreditation.

Founded in 1864, Gallaudet College is the only institution of higher education in the world devoted exclusively to the education of the deaf.

Current enrollment is approximately 300, including students from all over the United States and five foreign countries. New buildings now under construction will accommodate an enrollment of from 500 to 700 students.

Although the College will hold its Ninety-third Commencement Exercises on May 27, the institution, approved as a corporate body by the Act of Congress on February 16, 1857, is celebrating its 100th anniversary.

Meaningful Mathematic Problem Work for the Deaf

LAWRENCE NEWMAN, M.A.
California School for the Deaf, Riverside, California

TEACHERS of the deaf sooner or later discover the difficulties involved in guiding deaf pupils to the solution of verbal mathematical problems. The cause is attributed mainly to the low level of language skill found among deaf school children. Since some teachers consider problem solving dependent on language skill, they postpone problem work to an indefinite time in the future, preferring to emphasize grammar and composition. They contend that once language skill is developed, the solution of verbal arithmetic problems will become a natural process. Other teachers in face of increasing difficulties forego problem work almost completely. Following the line of least resistance, they decide that the development of computation skills is sufficient.

It may then be pertinent and of interest to note here that as a result of general survey tests in arithmetic conducted among hearing school children the following statements were made concerning the ability to solve verbal problems:

> The fact that there are no significant differences between good and poor achievers in problem solving on four tests of ability to read the general types of literary material found in the Gates tests shows that there are specialized reading abilities in arithmetic that should be developed through systematic instruction. These abilities do not result from general training in reading and they do not grow out of mere practice in computation. They must be developed through direct teaching.[1]

The ability to solve typical verbal problems does not depend wholly upon the pupil's mental maturity, informational background, or aptitude in computation work, but

[1] L. J. Brueckner & F. E. Grossnickle, *How to Make Arithmetic Meaningful* (Philadelphia: The John C. Winston Company, 1947), pp. 454–5.

(and this should be emphasized again and again) upon what the authors of the excellent standard reference book *How to Make Arithmetic Meaningful* point out: "the possession of certain skills in reading peculiar to the solution of such problems."

It might be heatedly argued that the aforementioned surveys were conducted among hearing children and that a survey among deaf children will reveal a wide disparity in the conclusions. This argument is based on the universally admitted fact that as a whole the deaf, unlike their hearing counterparts, are poor users and interpreters of the abstract. Such an argument carries weight only to a certain degree, since it fails to take into account potentially successful results if specialized reading abilities in arithmetic are developed by systematic instruction. How else can we explain the recurrent phenomenon of deaf pupils who, though notoriously low in language skill, are on top of their class in the solution of difficult algebraic problems? It cannot too often be stressed that the deaf as a whole possess normal I.Q.'s. This fact alone should indicate that the capacity is there to understand and grasp arithmetic problems which are revitalized and made meaningful.

Teachers of the deaf should seek out some of the data that has been written about teaching arithmetic to the deaf[2] and hearing school children. Primary teachers will have a broader scope if they study what the upper grades will require of their pupils. Advanced teachers will be in a better position to appraise and help their pupils if they know and understand the groundwork that has been laid. All teachers should keep in mind that, the earlier systematic instruction for the solution of verbal arithmetic problems is begun, the happier the results will be. Good habits of orderly arrangement, of logical thought sequence, of clarifying and labeling each step and process are of prime importance.

There are many ways open to teachers of the deaf to develop specialized reading abilities which in turn will lead

[2] Much information can be found in *The American Annals of the Deaf* and the *Proceedings of American Instructors of the Deaf.* For the latter, see Fauths' thesis, *A Study of the Proceedings of the Convention of American Instructors of the Deaf*, 1850–1949, Bibliography of Chapter XIV, Mathematics, 1948.

to skill in problem solving. In topical form a few of the ways are listed and discussed here:

A. Lining up objects
B. Interchanging the abstract and the concrete
C. Listing key words
D. Listing technical words
E. Drawings, cartoons
F. Dramatization
G. Direct and vicarious experiences

Every teacher of arithmetic should have at hand such standard objects as balls, marbles, real or toy money, calendar, clock, pints, quarts, gallon jars, rulers, yardsticks, and other instruments of measurement.[3] Deaf children's other senses must be stimulated. They learn more readily by doing, and instruction is facilitated by references to concrete objects which they can see and touch.

Numbers do not spring up alive to the deaf child who is merely being told to remember that $2 + 2 = 4$. When he is shown with the help of objects that 2 balls + 2 balls = 4 balls number ideas begin to take on shape and meaning. When he is shown, taught, and asked to write with variations the following: "Two balls plus two balls add up to four balls," instead of merely this: "2 balls + 2 balls = 4 balls," the groundwork is being laid for future skill in problem solving. When he is asked to interpret: "Two balls taken away from four balls leave two balls" as $4 - 2 = 2$, his imaginative and deductive powers are being nurtured. The answer alone to any problem should not be accepted. The deaf need much language practice; so let their answer to a problem not be simply "48 cents," but "John, Dick, and Bill spent 48 cents in three days." In this way the abstract and the concrete dovetail to become almost identical in the child's consciousness. Language becomes vital and meaningful and the solution of verbal problems is gradually identified with specialized language skill.[4]

[3] For a detailed list see L. J. Brueckner & F. E. Grossnickle, *op. cit.*, p. 476.

[4] An admirable modern approach to the correlation of the abstract and concrete can be found in *The Driscoll Arithmetic* by A. Driscoll, E. Buell, E. Woddrop, C. Buell (Vermont Printing Co. 1929). Also Florence Warner's *Mathematics for the Deaf Child*, Texas School for the Deaf Print Shop.

A chart with a list of key words selected from various problems has been found very helpful in aiding pupils to do some of their work. The following sample list could easily be arranged:

Addition	*Subtraction*	*Multiplication*	*Division*
add	subtract	multiply	quotient
in all	difference	product	equal
total	minus	times	equally
sum	remainder	each	average
together	the rest	apiece	(with or without addition)
both	in change	per	
plus	less than	average	per
altogether	left		share
	more than		each

By such an artificial means as the above there arises the danger that pupils will depend on it so heavily that when a problem appears everything is ignored except the figures and the key word. Thus when a problem comes up such as: "At an average speed of 40 miles per hour how far can an automobile travel in 3 hours?" the deaf pupil may tend to divide because of the word "average" which denotes division more often than any other operation. Referring to the above list of key words it will be seen that the word "average" is also under the heading *MULTIPLICATION*. The deaf pupil sees that there is more than one possibility. He is reminded that the key words are not always used the same way for all problems and that he will have to do much thinking and use his common sense. Systematic instruction can correct many faults, especially when the problems are made more graphic. Moreover the list of key words is not intended to be a sudden panacea for weakness in problem solving. It is intended to be only one of the several approaches to help deaf pupils solve arithmetic problems. It is no more artificial than the Wing or Fitzgerald system used in language development.

Besides the list of key words there should be a broadening knowledge and understanding of technical words. Pupils could be asked to keep notebooks where they may list the technical words and their meanings that crop up from time to time in their work with arithmetic problems. The pupils become familiar with perimeter, area, improper

fraction, parallel lines, rectangle, triangle, and a hundred other terms. Almost painlessly a growing vocabulary is fostered by matching words with definitions, objects, pictures, by multiple choice exercises, or by whatever else the imaginative teacher can devise.[5]

Deaf children love to make things, to draw, to use their hands. The wise teacher will capitalize on this and channel their interests into constructive results in arithmetic. Many typical verbal problems offer opportunities for the drawing skill of deaf children to come into play. Immediately they can learn that if two men saw three oak trees and five walnut trees the total number of trees they saw is not ten because they draw the two men watching the eight trees. Graphically it dawns upon them that the men and the trees are very much distinct. Such a problem as: "There are five bars of candy. Jean and Dick ate two bars. How many bars are left?" could be arranged in a cartoon sequence depicting the five candy bars, the two children eating the candy, and finally the question, "How many are left?" Cartoons can subtly instruct by pointing out misconceptions of arithmetic terms, by caricaturing miscalculations, by humorous understatements.[6]

Now, hypothetically, we have pupils who have been taught since earliest childhood to interpret in concrete arithmetic symbols the abstract words "plus," "less," "times," "divide"; we have them on the lookout for such clues or key words as "left" in order to subtract, "product" in order to multiply. They understand many technical words very well so that when asked to find the "area" they multiply, when asked to find the "perimeter" they add. By drawings they are able to visualize problems. With experience of such a wealth of ideas, terms, and technical data they have acquired special reading skills needed for problem solving.

The next step, that of dramatization, comes naturally.

[5] For other helpful ideas see L. I. Brueckner & F. E. Grossnickle, *op. cit.*, p. 467.

[6] Moving pictures and filmstrips of mathematics can also be of great benefit. See the *Educational Film Guide*, formerly *Educational Film Catalog*. Compiled by D. E. Cook & B. Borden, annual edition. New York: The H. W. Wilson Company, 1947. Also *Filmstrip Guide*. Compiled by F. A. Krahn. New York: The H. W. Wilson Co. Kept up to date.

Just watch the deaf children unfold before your eyes their latent abilities in acting. Give them a problem about 8 birds in a nest and the 3 that flew away. Watch three of the children sprout wings and "soar" away while the rest of the class jump up and down in pure joy of knowing that five birds are left in the nest.

Dramatization is just one of the several ways to improve and integrate ability to solve problems. Newspaper and magazine clippings can corroborate what is being studied in the textbook. By such clippings pupils notice and feel the importance of mathematics as a functioning agent in our social life. They see numbers in action in different ways; they realize how a knowledge of percents can be valuable. In short, the deaf pupils gain insight.

A teacher's treatment of direct and vicarious experience can buttress and help make functional all of the suggestions previously made. If one's goal is to have a pupil know and understand averages, why not ask the pupil how many points he made in basketball two weeks ago, last week, this week? He will be more than interested to know his average. If a pupil has earned money shoveling snow have him calculate his average hourly wage, his total earnings, how much he spent, how much he has left. Arithmetic included in direct experience carries more meaning and makes a lasting impression. Of course, a time comes when vicarious experience must take the place of direct experience. Deaf children will love making believe they are in the grocery business. Many problems will face them and they will see the need and importance for solutions. When problems about 3 cans of soup at 10 cents a can come up in plain black and white they will be able to visualize the problems. If they make mistakes it will be easier for the teacher to instruct by referring to concrete material or symbolic drawing. Nowadays even castor oil can be made to taste delicious!

Now we come to this: what shall be the measuring stick to judge the results of our teaching? Shall it be high ratings on standardized tests or shall it be an inquiry into the products? Are deaf pupils graduating from school who can read timetables, distinguish between discount and successive discounts, compare commercial loan rates

and banking rates, understand and make use of allowable tax deductions, keep bank accounts, interpret graphs? Surely, the practical and the enriching aspects of verbal mathematical problems are important enough to be emphasized again and again. The more deaf pupils have learned to apply their knowledge of verbal problems in life situations, the more reasonably sure teachers of the deaf can be that they have succeeded as teachers.

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Wanted: Due to expanding program will need two trained teachers in September for position in oral day school for the deaf. Write The Tucker-Maxon Oral School, 2860 S. E., Holgate Blvd., Portland 2, Oregon.

Vocational Education Under the Gallaudets

MAXINE TULL BOATNER, PH.D.

Director of Historical Research
Conference of Executives of American Schools for the Deaf
American School for the Deaf, West Hartford, Conn.

IT WAS through a famous teacher of hearing children that the deaf benefited in the early days of their industrial training. This man, Philipp Emanuel Von Fellenberg (1771–1844), a Swiss nobleman and educator, "succeeded in harnessing the naturalistic impulses of the child to industrial occupations." Fellenberg borrowed some ideas from his teacher, Johann Heinrich Pestalozzi (1746–1827), but coördinated Pestalozzi's simple activities with tools and materials of the shop and farm. Pestalozzi was forty-six years old when Thomas Hopkins Gallaudet was born, and had published his *Leonard and Gertrude* six years before, which book was followed by *How Gertrude Instructed Her Children.* Pestalozzi's methods of instructing the young were well known in Europe by the time Gallaudet went abroad in 1815 to study the work of instructing the deaf.

When the Royal Institution for the Deaf was founded in Paris in 1760, Pestalozzi was studying at Zurich. When Thomas Braidwood established the Institution for the deaf at Edinburgh in 1764, Pestalozzi was interesting himself in neglected children, orphans, and beggars. By 1778 when Samuel Heinicke established the school in Leipzig, Pestalozzi was in Neuhof hard at work. Men interested in educational work were going to his schools, seeking apprenticeship under him. Some of these men were teaching the deaf. At the time Pestalozzi founded his school for poor children in Clendy in 1817, at the age of 72, Gallaudet was in his first year's work in Hartford, beginning the first school for the deaf in the United States. He was steeped in the ideas of Pestalozzi and founded his own "Home School."

The Christian Observer (vol. 18, for 1819), published "Question and Answer" columns concerning Pestalozzi's methods as compared with those of Bell and Lancaster.

Russia had sent gentlemen to Yverdun to study Pestalozzi's methods after these gentlemen had already studied under Bell and Lancaster. Gallaudet subscribed to the *Observer*.

"The ultimate end of education is not perfection in the accomplishments of the school, but fitness for life," wrote Pestalozzi. "Not the acquirement of habits of blind obedience and of prescribed diligence, but a preparation for independent action. We have no right to withhold from anyone the opportunities of developing all his faculties."

Thomas Arnold in his *Education of Deaf-Mutes, Teachers Manual*, devoted three and a half pages to Pestalozzi and his influence. "No modern teachers," he wrote, "have done more for the better education of little children than Pestalozzi and Froebel" (who extended Pestalozzi's work into a more formalized kind of education). Their methods, though intended only for hearing children, have greatly influenced the education of the deaf, because they were founded on benevolence and a closer study and appreciation of child nature."

As early as Martin Luther (1483–1546) the idea of study and work going hand in hand was voiced. Luther advocated this, and also added gymnastic exercise. Rousseau simplified all training by his rules of Nature; but Pestalozzi, and later Froebel and Herbart, built on Rousseau's foundation and developed what finally became the kindergarten. John Dewey later brought these ideas into the 20th Century Progressive era.

Mention was first made of the desire to teach his deaf pupils some manual work in Gallaudet's 1820 Report of the American Asylum. Up to that year there had been neither time nor space for "those accommodations for horticultural and mechanical employments which it has always been the wish and the intention of the Directors to provide."

Thomas Hopkins Gallaudet, while feeling that high responsibility should be laid upon the pupils in the study of useful human knowledge, and upon religious instruction, also felt that all such instruction would take the deepest root if the out of school time should have some manual labor, "proportioned always, both in kind and degree, to the ability of the individual who is to perform it."

He definitely felt that such labor should constitute an essential part of all judicious systems of education for youth, and preëminently so, when they were assembled together in considerable numbers in large establishments.

"It forms those habits of energetic industry, and that state of sound bodily health, and that check upon irregularity and idleness, which are the foundation of all correct moral instruction and discipline," wrote Gallaudet in his 1820 Report. He added that labor of the hands, in some form or other, would probably afford to many pupils their only means of support after they left the Asylum.

The next step Gallaudet took, after stating his philosophy of work in his 1820 Report, was to buy land. His Directors approved of the purchase of seven acres of land, at a distance of half a mile from the center of the city (of Hartford), a considerable portion of which had been, for several years, in a fine state of cultivation as a garden, "where a commanding prospect of some of the most delightful scenery in New England, pure air, good water, and healthful grounds, combine to furnish every thing which nature can provide for an extensive Institution for the education of youth."

On this spot a "capacious and convenient building" of brick was put up. In 1822 the Directors established workshops, and required a certain portion of the pupils, "who were under the most favorable circumstances" for the experiment, to labor in them three or four hours a day in the intervals of their study.

In 1824 two brick workshops were erected near the Asylum, and a cabinet-maker employed to oversee this department. This department also had a cooper, a blacksmith and cutler, shoemakers, and a tailor. Completed articles were commanding a ready sale. Despite Rousseau's theory of women "training to please men," Gallaudet gave his female pupils an equal chance to compete with the male students. Some of the female pupils learned the trade of shoe-binding, and received compensation for their labor. Gallaudet made a significant statement in his 1825 Report to the effect that "since mechanical employments have been introduced, the intellectual progress of the pupils has at least been as great as before."

The 1833 Report stated that "the results from the first have been favorable." Their labors did not prevent the pupils "resorting at suitable times to the various athletic sports and amusements proper for youth. The Directors are therefore full in the belief that the effects of manual labour connected with study are eminently salutory upon the characters of youth."

In 1833, because of his interest in industrial education, Gallaudet joined a group of men in trying to establish a "Connecticut Manual Labor School." He was then, of course, not connected with the American Asylum except as a Director, having retired in 1831. He was requested to visit the "Oneida Institute of Science and Industry" near Utica, N. Y. Erastus Ellsworth, of Hartford, accompanied him. He also visited the "Fellenberg Manual Labor School" in Greenfield, Massachusetts. As his son, Edward Miner Gallaudet, was to write years later in a biography of his father: "Gallaudet's report on the condition and working of these two institutions expresses views which, read in the light of the present day (1887), when the country is turning to the policy of industrial education, as, perhaps, the only solution of some of the serious problems of the labor question, seem altogether prophetic. Had they been generally adopted, as they were not, hand labor would have been dignified, the acquisition of trades by boys would have been easy, and the element of monopoly in trade unions, which has since become so menacing, would have been practically neutralized."

Two years before Gallaudet's visit to the Oneida Institute, he had been offered the presidency of the Institute, just as he had been offered the headship of the High School in New York when it was organized. John Griscom, a friend of Gallaudet's, had introduced the Fellenberg Schools in New York in 1826, although the aim had been more recreational and cultural than vocational.

During the years that Gallaudet was abroad studying, then establishing the American Asylum, his father, Peter Wallace Gallaudet, was living first in New York, then Philadelphia, and finally in Washington, D. C., from 1824 until his death in 1843. There was, however, a strong bond of understanding between him and his eldest son. They

were both civic minded, and certainly had the interest of the underprivileged at heart. In the year 1835 Peter Wallace Gallaudet set about to establish a Manual Labor School in Washington. He wanted to organize it around "A system of Education, on the Principle of Connecting Science with Useful Labor." In 1838 he wrote a description of Fellenberg's School at Hofwyl, Switzerland. Such a school was incorporated by Congress in 1842, and funds were collected to go ahead with operations. But the death of the elder Gallaudet in 1843 brought matters to a standstill, and the school did not get under way. We will hear more about this later.

By 1837 (the year Gallaudet's last child, Edward Miner Gallaudet, was born) the Annual Report of the American Asylum stated that work shops at the American Asylum had been a source of more than ordinary improvement to the pupils, that the work performed in them had been of a better description than heretofore, and that the "avails" of it had fairly met all the demands made upon them. They had paid the expenses of stock, supervision, and instruction, "leaving a balance of about $150 in favor of the Asylum." It was claimed that the manual labor department gave the pupils confidence in their own resources and "especially in their ability to provide for themselves in future life."

By 1840 the pupils graduating and going out from the American Asylum to earn their living were pretty well fortified. Lewis Weld, who followed Gallaudet as the school's head, wrote a letter "To the former Pupils of the Asylum" in his 1842 Report in which he cautioned them about their work after they left school: what to expect in competition with the hearing world, and how to conduct themselves during their work day.

Gallaudet continued his interest in education by lecturing at Miss Catherine Beecher's Female Academy, writing books for children, corresponding with educators, and keeping up his association with such men as Henry Barnard and Horace Mann. He turned down the invitation to become Connecticut's first Secretary of Education by suggesting Henry Barnard, who did accept. Ever mindful of the importance of a good physical condition, as well as mental improvement, he corresponded with men interested

in physical exercise, forming his opinion that a good system of education would have a plan of exercise that would necessarily bring with it relaxation from mental efforts. Even proper diet was discussed in his letters as early as 1833.

Gallaudet was acquainted with C. G. Salzmann's "Gymnastics for Youth," which had been published in 1803, and the gymnastic work of Charles Follen and Charles Beck, German trained students of Gymnasium exercise, who were disciples of Friedrich Ludwig Jahn (1778–1852). As political exiles, Follen and Beck had come to the United States, Follen teaching at Harvard and Beck at the Round Hill School in Northampton, Mass. Up to this time no planned gymnastics had been recognized as a part of the work at American schools. Beck organized an outdoor gymnasium, the first school gymnasium in the United States. Follen, although teaching German at Harvard, began to introduce the theories of Jahn, and proceeded to organize the first college gymnasium, as well as the first public gymnasium, in this country. After Follen resigned at Harvard, Francis Lieber took his place (another pupil of Jahn's), and Lieber introduced swimming. From this time on public and school interest in physical education was established. The manual labor idea seems also to have been part of the contemporary interest in physical education through gymnastics.

The Industrial Revolution in England furthered scientific study. In his college days at Yale Thomas Hopkins Gallaudet had studied under Benjamin Silliman, the brilliant professor who was responsible for acquiring a "Cabinet" for chemical study, which eventually led to the Sheffield Scientific School. Gallaudet, with his inquiring mind, looked into such matters throughout his life time, and kept an ever open mind to all natural phenomena. Education interested him as a science, causing him to adopt an experimental attitude toward it. It was in the midst of these many interests, both academic and industrial, in education, in writing, in mental institutions, and in health programs, that the State Normal School in New Britain, Conn., was to celebrate its first anniversary. Gallaudet could have headed this school, too, had he been so inclined;

but again his friend Henry Barnard took the honor. However, Gallaudet was scheduled to deliver a public address on this first anniversary. About a month before the occasion he became ill with dysentery during very hot July weather, and died September 10, 1851. He left a legacy, however, in the mind and heart of his youngest child, who continued his work for youth.

At the time of Thomas Hopkins Gallaudet's death his youngest child, Edward, was fourteen years old. Edward was a product of his father's Home School, where his own sister, Sophia,[1] had been his teacher under his father's supervision. Edward had been close to his father, accompanying him on trips, and having ample opportunity to hear his father's views and acquire a sympathetic attitude toward his philosophy of life. In the years to come he frequently quoted his father, and in his diaries noted each birthday, and brought honor to him in any way that he could.

Only six years after his father's death Edward was on his way to Washington, D. C., to take over a little school of deaf and blind pupils. A young man of tremendous vitality, Edward Miner Gallaudet was destined to extend his father's work in many ways. Primarily he worked for extension of higher education to the deaf, a work in which he succeeded, gaining the right to bestow degrees on deaf students, in seven short years after taking his position. Yet, it was in the manner of his approach that he most resembled his famous father.

First, there was his concern with the small school's physical plant. In his 1858 Annual Report Edward wrote: "Manual labor, except in the simplest forms of house and garden work, has not been taught in either department [deaf or blind] as yet; nor can it be satisfactorily until the accommodations of the institution are enlarged. This is a very important branch of the education both of deaf mutes and blind; for, without it, one of the great objects of the instruction of these classes—viz.: to make them self-supporting members of society, is left unattained."

In the 1860 Report of the Columbia Institution, Amos

[1] Sophia Gallaudet Hunter served as Asst. Matron for a while under Mrs. Thomas Hopkins Gallaudet in the Institution at Washington.

Kendall echoes: "It is a noble work to cultivate the intellect of the children of silence and darkness; but the objects of this institution are but half accomplished without accustoming them also to some occupation by which they may be able to earn a living when they leave these precincts."

It was in this Report that Kendall also referred to the funds from "Washington's Manual Labor School and Male Orphan Society." This brings us again to Peter Wallace Gallaudet, for at the time of his death this Society was not functioning, and the funds accrued to it were lying idle. Edward Miner Gallaudet went to Congress in 1859, and asked that a bill be put through by which these accrued funds could be transferred to the Columbia Institution to be used toward establishing a manual labor department in that Institution. The bill passed that year, and the Institution had the funds by 1860.

Handicraft was also mentioned by Edward in this Report of 1860, and he asked the Directors' attention toward the importance of agricultural and horticultural as well as mechanical labor as being of the highest importance. In 1861 his Report stated that "The necessity of introducing a mechanical department into our course of instruction grows more and more pressing each month, and it is to be hoped that some way may be devised during the coming year to meet this want."

In 1863 Amos Kendall again took his stand: "I invite special attention to that part of the Superintendent's report which relates to the manual labor shop. It is the opinion of our board of directors that mental culture is comparatively of little value to these children of misfortune unless at the same time they be exercised in some kind of occupation by which they may be able to support themselves after finishing their course." A few of the boys were being taught cabinet work, which showed a profit in the shops. The Report of the Examining Committee of that year commended work seen in the cabinet shop. "Of this feature of the institution the Committee cannot speak too highly," they reported.

In 1864 the Report continued to ask Congress for further support of new shop buildings for teaching manual labor, and Edward wrote in 1865 that "In the mechanical depart-

ment but little progress has been made within the year now under review."

By 1865 James A. Garfield was in Congress, and he lost no time in taking his stand for education. He helped the Smithsonian in 1865, serving as a Regent from that year through 1879. An ardent advocate of science, he helped the Naval Observatory, under Simon Newcomb, in 1872. By 1867 Garfield had become a real friend of the Columbia Institution for the Deaf (the school for the blind having been transferred to Maryland). In the years to come Garfield was to be a valuable aid in getting Congress to act favorably toward the deaf. Scientific and literary interests, aside from education, drew Garfield and Gallaudet together in personal friendship.

When the National Conference of Principals met in Washington in 1868, a paper was read by W. J. Palmer on "The Mechanical Instruction of the Deaf and Dumb" in which he said: "An examination of the practical working of most institutions for the deaf and dumb in the United States gives evidence that the attention has not been paid to their industrial training which its importance to their future welfare demands."

By 1886 Congress had made an appropriation of $8,000 for the erection of a laboratory and shop building. On its completion, a working laboratory and chemical lecture room were provided on the two lower floors, and the upper floors were used for the Kendall School boys. Congress did not pass the deficiency bill in 1887, so that the rooms for the shops had no fittings. In 1888 the chemistry department was partially fitted. The equipment included "a lecture table, 4 working tables with Bunsen burners, hot and cold water taps, tanks, shelves, drawers and lockers, hoods with outdoor draughts, instantaneous water heater, combustion furnace, hot-water drying oven, a Becker balance case, a microscope, a spectroscope, Gaiffe's induction apparatus, a set of volumetric apparatus, sets of reagents and the principal chemicals required to illustrate the elements of chemistry."

Small improvements showed up along the line over the years. In 1889 "a modest outfit for a printing office was purchased at a cost of $485.87." It was hoped that Con-

gress would allow "this very important branch of instruction to become a permanent feature in the institution."[1] Funds were slow in coming in, and Gallaudet had to battle hard in Congress for those which he did get.

The Alumni of the college organized in 1889. They began at once to take an added interest in the progress of the College. In 1893, while holding their meeting in Chicago, the Alumni Association sent a Communication to the College, which was published in the 1893 Annual Report, asking for the addition of a technical department to the College. Such a department they hoped would include "architecture, practical chemistry, electrical and mechanical engineering, surveying, ornamental gardening and floriculture, application of art to manufactures, and other branches." In 1895 there was an addition to the Laboratory, and by 1900 Technical Instruction was under way.

Still adhering to the framework of the Liberal Arts College, Gallaudet took another step in 1901 by allowing students in good standing in the Junior year to pursue scientific courses with the consent of their instructors, equivalent in requirement to the regular academic course, but leading to the degree of bachelor of science. In that year three young men took up the study of civil engineering, pursuing successfully the studies of analytic geometry, mechanics, descriptive geometry, Railroad surveying, French, political economy, international law and aesthetics.

For the Senior year they were required to take German, psychology, differential calculus, strength of materials, geology, graphical statics, astronomy, and further work in surveying. By graduation the students were theoretically prepared to enter with advanced standing special technical schools for further study in their chosen work.

Three young men gave extra study to agricultural chemistry with the thought of becoming scientific farmers, while three others put in a second year's study of electricity. In June of 1902 three young men received their B.S. degree.

Graduates were beginning to think of such schools as M.I.T., Georgia Tech, Washington University in St. Louis, and the College of the City of New York. The Alumni

[1] Gallaudet's speech on "Industrial Education of the Deaf" at the Social Science Convention in Saratoga Springs in 1889.

had stated in 1893: ". . . the Alumni feel that the tendencies of the age demand, in order that the College may attain satisfactory results in its students, that the curriculum should be broadened to include, in addition to the school of arts, a school of technical instruction, where in would be afforded the training necessary for the application of the sciences to industrial ends. The experience of individual alumni in the open competition of life has indicated the need of such a school as a department of the College. It would certainly afford the graduates an opportunity to follow more independent, lucrative, and honorable callings than are now generally opened to them; and it is as much from a consideration of this phase of the subject as the desire that the Alma Mater should reap the glory offered in this new field, one never before opened to the deaf of our country, that the alumni have taken the liberty of thus presenting the subject to your consideration."

Prof. Gordon of the College lectured on *Industrial and Technical Instruction in Europe* in 1893. Amos Draper's paper on "Gallaudet College and Technical Instruction" was read before the convention of Deaf-mutes in Jacksonville, Illinois, in 1900.

In 1904, six years before Gallaudet retired from the Presidency of Gallaudet College, he wrote: "During 1903–1904 a good deal was done in the College to increase facilities for technical study: especially in chemistry and assaying, as well as in engineering and electricity. It has been found that our graduates, in spite of their deafness, could work successfully on these lines."

It must have given Gallaudet a feeling of great impatience to have waited so long to bring into his College the progress he had noted over the years in all parts of the country and the colleges he visited. His own father knew personally the man who founded Rensselaer Polytechnic Institute in 1824, the first school of science and the first school of civil engineering established in any English speaking country. The American Association for the Advancement of Science was organized in 1848, three years before Thomas Hopkins Gallaudet's death. The drive for technology led to the creation of elaborate physical science departments at Harvard under Charles W. Eliot, and to the inauguration

at Yale, in 1859 of the Sheffield Scientific Institute. The School of Mines opened at Columbia College in 1864, and M.I.T. in 1861, Worcester Polytechnic in 1865, and Lehigh University in 1880.

Gallaudet's Annual Reports are proof enough that his mind had been working toward his dream of including science in his curriculum as soon as funds were available. The subject of his addresses, his lectures to the Faculty, and the outstanding people he brought before his student body at Commencement bear witness to the type of education he was regularly giving to the students of Kendall School, as to the College. College presidents, explorers, scientists, Ambassadors, diplomats, Congressmen, Senators, and Presidents of the United States addressed audiences in the College Chapel.

In all this we see no narrow, too-technical over-specialization, but an enlightened recognition of the merging claims of liberal and vocational education. A vocation is a calling to a particular state, business, or profession. It may include industry, but the word does not mean "having to do with industry." The Gallaudet men, Peter Wallace, Thomas Hopkins, and Edward Miner, lifted the idea of a vocation to its loftiest significance. Through perseverance, love of humanity, and great personal faith the Gallaudets brought to the work, particularly for the deaf, real dignity. These men gave the deaf a chance to have a voice in their own lives and way of growing, and more, a right to express themselves in the manner in which they wished to be educated. In turn, the deaf are living their gratitude by their exhibition of skill and advanced knowledge as they hold their own in positions of honor throughout the country and the world.

Foreign Language Study and the Deaf Student's Vocabulary

WALLACE R. BRANDON, PH.D.
Assistant Professor of German, Gallaudet College, Washington, D. C.

THE matter of language for the deaf student is bewilderingly complex because of the cosmopolitan character of the English vocabulary. This trait alone makes learning words difficult for him; for where he may learn one English word to express a given idea, there are very likely several more which are equally current, an attribute that has been summed up thus:

> Prominent among the assets of the English language must be considered the mixed character of its vocabulary. English is classified as a Teutonic language. That is to say, it belongs to the group of languages to which German, Dutch, Flemish, Danish, Swedish, and Norwegian also belong. It shares with these languages similar grammatical structure and many common words. On the other hand, more than half of its vocabulary is derived from Latin. Some of these borrowings have been direct, a great many through French, some through the other Romance languages. As a result, English also shares a great number of words with those languages of Europe which are derived from Latin, notably French, Italian, Spanish, and Portugese.[1]

Teachers of the deaf, to meet this perplexing problem, resort to many devices to make new words a part of their students' vocabularies. In the beginning the task is simpler than it is in later stages. They show them pictures to teach concrete ideas suggesting definite things like man, woman, dog, book, and the like. Verbs like jump, bow, write, eat, and drink can be taught through action in class. By appealing to the students' senses of touch, taste, and smell, the teachers can impart knowledge of still another

[1] Albert C. Baugh, *A History of the English Language* (N. Y.: Appleton, 1935), pp. 11f.

group of words, but then the cosmopolitan side of English, as described above, exerts an influence; and it becomes increasingly difficult for the student to acquire new vocabulary because of the countless synonyms used by us daily in our language. For example, in a dictionary under *beautiful*, one sees the following synonyms listed: *handsome, comely, lovely, fair,* and *pretty.* To underscore the fact that these words express similar ideas, but not the same idea, some dictionaries also give sample sentences using them properly. How can a teacher make clear to the deaf youngster the exact nuance of meaning suggested by each term, since she is limited by time alone as to what can be done? It might be convenient if some of the synonyms for beautiful could be selected as common and the rest omitted, but all the words in the group are used too often in written English to make this cutting possible. So it is with many other words that the deaf pupil will meet; many will have their own related set of synonyms which he must learn. His teacher then must find the way for him to do so, or the student will not have an adequate English vocabulary.

At the college level, the deaf student receives considerable help in mastering English vocabulary from his foreign language courses. The lay person is usually astonished to learn that students at Gallaudet College even study foreign languages, for the very erroneous assumption is that without hearing they could never master a new tongue. At present the Departments of German and Romance Language at Gallaudet offer courses in German, French, and Spanish; occasionally Italian also is taught. These courses range from the elementary study of the language to advanced work in literature. Teachers of foreign languages at Gallaudet also find cause for astonishment in the deaf student whose English may be substandard but who does such outstanding work in another language that his course work in it may be favorably compared with the work of students in foreign language courses at hearing colleges. Such a student will frequently elect a second foreign language. (A further proof of such interest may be seen in the present class in elementary Latin. Most of the students, with work in at least one other foreign language,

have expressed the desire to study Latin, feeling it will help their own language.) The decision on the part of the student to elect a second language emphasizes the aptitude of the deaf for language study, despite their original handicap.

But good marks in his language class alone do not prompt the student to take such a step. He has seen what a transfusion of language understanding his first foreign language study gave him. For two years the student has worked with verbs, articles, nouns, pronouns, and other parts of speech; and his use of English was strengthened in return—a sort of reciprocal trade between languages. While translating into English, he was required to demonstrate a precise understanding of the English construction paralleling the foreign one, or his teacher drilled him until he did.

Perhaps most salutary to his English is the number of new English words he must use in the various grammatical exercises. In all his language courses at Gallaudet, the student sees what a wonderfully rich and expressive vocabulary English has, and how our language borrows freely from other languages (sometimes with little or no change). For whenever our language needs a new term for a concept, it does not hesitate to accept as its own any foreign word which expresses the concept adequately. Thus today we read words like *petty, ardent, chili, blitzkrieg, carpenter, wanderlust,* and many more, never stopping to consider that these are immigrants into our language. But while we know and use them frequently, we must remember that they are often completely unknown to the deaf student. In his foreign language course, though, he uses them repeatedly in their native context; and his teacher reminds him as well what English words the foreign ones have influenced. In this way he becomes familiar with a good number of English words.

Our language is not dependent on borrowing alone for additions to its word stock. It has a strong penchant for compounds. Many words are made by joining stems from other languages or by joining stems with native or foreign-derived prefixes and suffixes, a habit so ingrained in the language that it cannot be ignored in teaching the

deaf student. It is certainly important for him to discern the foreign cognates in English, but it is vital for him to know how native and foreign words are used to make new words in his language. Many of the building blocks used in forming English words are derived from other languages, and when their use is seen and understood in the second language, the deaf student greatly increases his command of English vocabulary. Therefore, in support of the overall educational program, the teacher of a foreign language to the deaf has two strong points to emphasize: the vast number of foreign borrowings in English, and English word formation using foreign stems.

Since English is itself a Germanic language, the cognate words discovered by the student will not be borrowings from German, but will be (possibly with phonological or semantic change) common to both languages. Though such words are customarily listed as "passive vocabulary" by grammarians, who assume them to be a part of the student's vocabulary, they should be considered "active" in teaching the deaf. At no time can it safely be assumed that the English cognate of the German word is known to all members of a class, and with practice the teacher learns to select those words that the class probably will not know for special illustration. Some idea of Germanic phonology is given in most elementary grammars, and even a small acquaintance with this science will help the student to determine the English "cousin" words paralleling the German; e.g., 'swarthy,' *schwarz;* 'heave,' *heben;* 'hound,' *Hund;* 'hide,' *Haut;* 'hood,' *Hut;* 'lope,' *laufen;* and 'cunning,' *können.*

Similarities in German and English word structure can be used to teach the meaning of various English formative suffixes; for example, the German ending *-los* forms from nouns adjectives denoting 'lack of,' sometimes exactly equalling the English adjectives ending in *-less: endlos,* 'endless'; *grundlos,* 'groundless'; *zahllos,* 'countless.' Likewise the German suffix *-bar* is usually equivalent to the English *-able* or *ible: unlesbar,* 'illegible'; *undenkbar,* 'unthinkable.' Also it can be shown that the German suffix *-ig* means 'full of,' 'characterized by,' or 'pertaining to.' This suffix often appears in English as *-y: blutig,* 'bloody';

mutig, 'moody.' (Here the German word actually means 'courageous,' but the teacher can discuss the difference in meanings with profit).

The value of a French course to the deaf student in terms of his own language development cannot be stressed too highly. After the Norman Conquest of England in 1066, many French words were transferred to the English language as a result of the change in government. For years French was the official language of the court, and it had a profound influence on the vernacular English. Though English won back its old power after 1300, it remained receptive to the tongue from across the Channel, and it is difficult to say definitely that English ever stopped borrowing from the other language.

It is unrealistic to try to give examples here which will show the full extent of the French influence on our language, for no list can really do justice to the thousands of French words we use today. One can mention that we have adopted the terminology of French law, which gives us *petition, jury, plea, crime, mortgage, bar, advocate, sentence,* and many more. One might add terms related to social life, meals, and high fashion: *mutton, veal, viand, beef, taste, appetite, satin, fur, attire, chandelier, blanket, lantern, wardrobe,* and so on. In church we hear *pity, solemn, reverend, devout, pray, preach, confess, adore,* and *convert*—all of which are of French origin. The French people, with their interest in cultural and intellectual pursuits, also give us *romance, lay, study, logic, grammar, ceiling, joist, cellar,* and *pinnacle;* their knowledge of medicine introduced *physician, anatomy, stomach, balm, pain, distemper,* and *poison.*

Such citations do not pretend, however, to give one even a fair idea of the total number of French words in common English usage; space prevents our taking more than the briefest look at a linguistic giant to which we owe a good part of our present English vocabulary. A glance at any page of a dictionary will confirm the above, but add many more.

Spanish has had a certain influence on the English word stock, though much less than French; but it still can be used as a basis for comparison to teach English words like

bravado, alligator, chili, Negro, cannibal, poncho, and *hammock.*

As a further recognition of the value of foreign languages to the deaf, we now offer at Gallaudet College an elementary Latin course to complete the language program, for no study of English would be complete without it. For Gallaudet College this is not a new field of study but a return to an old one that had an essential part in the curriculum for many years. It is designed as an elective for those students wishing to increase still more their English vocabulary; and one essential requirement of the course is to learn in context a selected list of English words that have come from Latin. The check list for the English words is the *Vocabulary and Spelling* compiled by the Pergande Publishing Company in 1953 for those preparing for Civil Service examinations.

Since this new course frankly aims at building English vocabulary, some definite measurement of its effectiveness was needed; therefore, at the beginning of the school year the students were given an examination based on English words of Latin origin. At the end of this year a second examination will be given and the results compared.

In the course, word formation based on Latin stems, prefixes, and suffixes is highly stressed. A simple verb like *porto* is used, for instance, to teach these English words: porter, portable, transport, export, import, support. The noun *pes, pedis* illustrates the English pedal, pedestrian, pedicure, and biped. *Mors, mortis* teaches words like mortal, mortality, immortal, and mortician. And *mittere* brings into English a number of words including mission, missionary, ommission, admission, submission, and permit, among others. As with French, a complete description of all the possibilities of using Latin to teach English words would be endless, but these examples give some indication of what can be accomplished.

In conclusion, the teacher of a foreign language at Gallaudet College, like all teachers of the deaf everywhere, plans and conducts his courses to support the general program aimed at better language for the deaf. Though he works first of all to give his students a good knowledge of another tongue, with additional information about the

foreign people and their culture, he also effects much improvement in the students' English. The teacher of a foreign language does not suggest that his course alone will bring fluency in English to the deaf, but he does contribute largely to the accomplishment of the desired result. Through the translation, the drills, and all the other demanding aspects of his course, he helps his students to discover the possibilities of meaning in the mixed vocabulary of their language. They will leave his courses with a feeling of accomplishment and a strengthened English vocabulary. Although the ideal goal of flawless language may be still far distant, the progress made in the understanding of language is real. Thus, if each teacher adds one small rung to the ladder leading to language mastery, the deaf student will one day reach the top.

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HOUSING: Write Mr. William McClure, Superintendent, Tennessee School for the Deaf, Knoxville.

FOR FURTHER INFORMATION: Write Dr. Florence V. Essery, Department of Special Education, College of Education, University of Tennessee.

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1957 SUMMER SESSION, JULY 1–AUGUST 9

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Education S681a. Special Methods of Teaching the Deaf. (2 hours credit) Methods of teaching reading and mathematics to deaf children at all levels. Elizabeth A. Van Luven, Ed.D.

Education S682. Auditory and Vocal Mechanisms. (3 hours credit) Anatomy, physiology, and pathology of hearing and speech disorders. Helen R. Norton, M.A.

Education S661–S662. Teaching Speech to the Deaf. (4 hours credit) The formation and development of English sounds. Demonstration and supervised practice with deaf children. Miss Van Luven (Course given if demand warrants).

Education S651–S652. Teaching Language to the Deaf. (4 hours credit) Various systems used by schools for the deaf in teaching language. Demonstrations and supervised practice with deaf children. Verdry D. Vaughan, M.A. (Course given if demand warrants).

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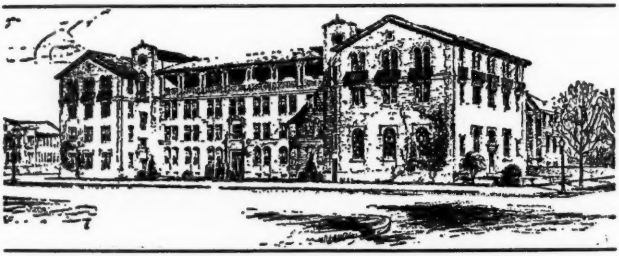
THE Language Outline prepared by the members of the faculty at Central Institute for the Deaf, St. Louis, Mo., has been reprinted for the third time since it was originally published in the AMERICAN ANNALS OF THE DEAF in September, 1950. Copies may be obtained for fifty cents. Orders may be sent to the AMERICAN ANNALS OF THE DEAF, Gallaudet College, Washington 2, D. C.



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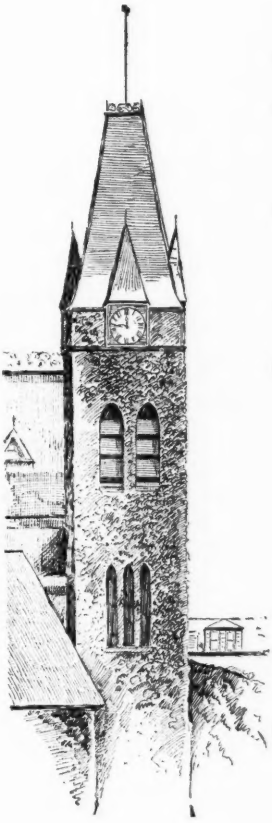

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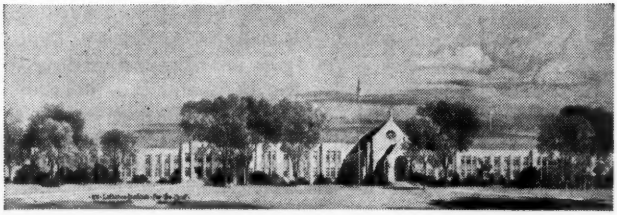

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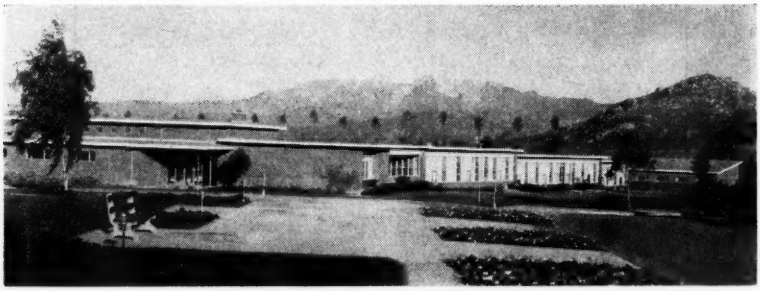

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Please direct all correspondence to the Superintendent.

SALARY SCHEDULE

B Schedule		A Schedule		B Schedule	
1.	$3800	1.	$4100	Maximum	$5600
2.	3950	2.	4250		
3.	4100	3.	4400	A Schedule	
4.	4250	4.	4550	Maximum	$5900
5.	4400	5.	4700		
6.	4550	6.	4850	All increments beyond	
7.	4700	7.	5000	step eight are on merit	
8.	4850	8.	5150	basis — promotional.	

All salaries listed include noon luncheon

PRIOR TEACHING EXPERIENCE MAY BE FULLY RECOGNIZED

Evaluation of experience will be made by the Superintendent and the Committee on Education. Documentary proof of successful teaching will be required. A and B Schedule Qualifications:

In order to qualify on the B Schedule, the applicant must produce evidence to show that she has earned a Bachelor's Degree from an accredited College or University and that she has successfully completed teacher training at a recognized training center for teachers of the deaf.

In order to qualify on the A Schedule the applicant must produce evidence to show that she has earned a Master's Degree from an accredited College or University and that she has successfully completed teacher training at a recognized center for teachers of the deaf.

1. An accredited College or University will be interpreted as one that is accredited, fully, in the College Blue Book.

2. A recognized training center for teachers of the deaf will be interpreted as any of those centers that are certified in the American Annals, January 1955, by the Conference of Executives, as Teacher Training Centers.

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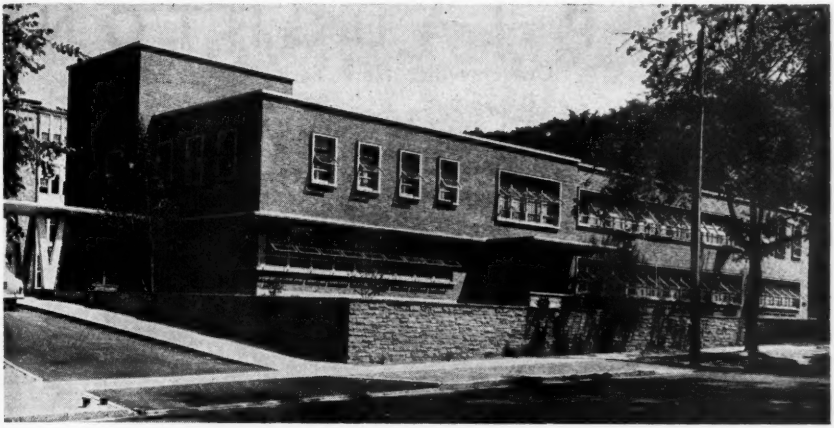
All communications should be addressed to The Superintendent, The Central New York School for the Deaf, Rome 1, New York



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for the full term is $375.00 per child. This amount includes instruction, testing and continuous diagnosis, health services, recreation, supervision, and board and room. Bed linen and blankets are furnished by the School. Towels, clothing and personal laundry are provided by the child. Spending money should be limited to $10.00 for the entire period. It should cover all incidental expenses and is supervised by the Staff in the interest of health and general morale.

FOR INFORMATION, WRITE TO

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Syracuse University
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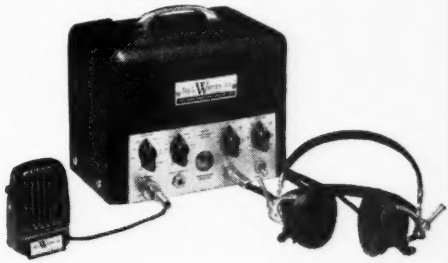

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Membership

THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

Information concerning membership in the Convention of American Instructors of the Deaf may be obtained from the Treasurer of the Convention, Thomas Dillon, New Mexico School for the Deaf, Santa Fe, New Mexico. Annual membership dues are $2.00. All teachers of the deaf in the United States and Canada are eligible for membership. Members of the Convention receive a copy of the printed *Proceedings* of the Convention of American Instructors of the Deaf. Those desiring subscriptions to the *American Annals of the Deaf* should write to the Editor, Gallaudet College, Washington 2, D. C. The yearly subscription rate is $4.00.

Back Issues of the Annals Wanted

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September, 1906
September, 1907
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May, 1909
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May, 1910
May, 1912
September, 1915
January, 1953
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September, 1954
September, 1955
March, 1956
January, 1957

The American Annals of the Deaf

The AMERICAN ANNALS OF THE DEAF was founded in 1847 at the American School for the Deaf in Hartford, Connecticut, by the members of the faculty of that school, which is the first free public school for the deaf in America. Although the journal received the approval of the administrative school authorities, the periodical was first entirely sponsored by the members of the faculty. After two years the ANNALS was discontinued for some months but was revived by the members of the Convention of American Instructors of the Deaf in their first meeting in New York, N. Y., in 1850.

In April, 1861, the publication ceased because of the War Between the States, inasmuch as the membership of the Convention was made up of northerners and southerners in almost equal proportion. In September, 1868, the AMERICAN ANNALS OF THE DEAF resumed publication with the editorial offices on Kendall Green, in Washington D. C., where it has since remained.

The AMERICAN ANNALS OF THE DEAF is the official organ of the Conference of Executives of American Schools for the Deaf, which was organized in 1868, and of the Convention of American Instructors of the Deaf, founded in 1850. According to the Library of Congress it is the oldest educational publication in the United States still in existence. It is also the oldest journal on the education of the deaf in the world.

The ANNALS is published five times a year, being issued in September, November, January, March, and May. The subscription price is $4.00 a year, payable in advance. If five or more copies of the ANNALS are sent to one address, the subscription price is $3.50 a year. Single numbers sell for seventy-five cents, except for the January number which sells for $2.00. Back issues are available for 1847, 1848, 1849, 1857, and from September, 1868, to the present. Indexes for 1847–1875, 1876–1885, 1886–1895, 1896–1905, are available at $2.00 each. Indexes for 1906–1915, 1916–1925, 1926–1935, 1936–1945, 1946–1955, were issued as regular numbers of the ANNALS. All back issues prior to 1940 sell for $1.00 each. All requests for subscriptions or for back numbers should be addressed to Editor, AMERICAN ANNALS OF THE DEAF, Gallaudet College, Washington 2, D. C.

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FOUNDED 1868

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